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# HU Journal, Volume 14 Issue 7

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# Howard University Journal

A WEEKLY PAPER PUBLISHED BY THE STUDENTS OF HOWARD UNIVERSITY, WASHINGTON, D. C.

Volume XIV

FRIDAY, NOVEMBER 17, 1916

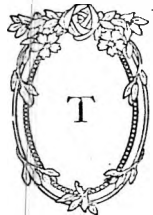
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## Our Loyal Student Body



THE loyalty of the students of Howard University is no longer a question of doubt. We know of no group of students that have responded more readily to the call of their Alma Mater than our student body, during this college year.

The real test of this highest of all qualities came when our football team was in need of a training table. An appeal to the students was immediately met with a subscription of over \$325.00. But this was not all. At the mass meeting prior to the Lincoln game, Howard students turned out as never before; and the day of the game will go down as "red letter day" in the sacred annals of "rabble" and "cheering." On the eve of the departure of the team on its extensive trip, a suggestion was made, and before it could be fully realized, over fifteen dollars was contributed to send the Cheer Leader with the team, to muster the alumni at the various centers where our team will face their gridiron rivals. Not satisfied with that, at the time of the departure of the team, over one hundred enthusiastic Howardites gathered in front of the Main Building, and, after a deafening demonstration that lasted over thirty minutes, escorted the team to Florida Avenue, amid stirring songs and "yells." *Even the police officers stood aghast at the unique demonstration, and for the first time the "fans" walked en masse, without retiring in disorder.* But back to our subject of loyalty. We have

enumerated merely a few instances with respect to football. All other activities receive like support and encouragement.

Some say that we are enjoying a revival of the "good old times;" others, that it is the revival of the Howard Spirit; and still others, that it is the manifestation of a new life at Howard. As to which of these it is, there is little cause for worry; the result is the same. Whatever it is, we are glad it is here, and appeal to trustees and faculty, graduates and undergraduates, to help us keep it here. We cannot, however, maintain loyalty without enthusiasm. The official suppression of singing and cheering on the campus is most unfortunate, and we trust that those who are responsible for the suppression will realize the need of campus caprice among undergraduates, and help us maintain what is apparently the "Golden Age" of loyalty at Howard.

## A Poem

Nature, that framed us of four elements  
Warring within our breasts for regiment,  
Doth teach us all to have aspiring minds:  
Our souls, whose faculties can comprehend

The wondrous architecture of the world,  
And measure every wandering planet's course,

Still climbing after knowledge infinite,  
And always moving as the restless sphere,

Will us to wear ourselves, and never rest—  
Until we reach the rarest fruit of all,  
That perfect bliss and soul felicity,  
The sweet fruition of an earthly crown.

—Marlowe

## The Call for Educated Negro Editors



WITH the possible exception of the Christian ministry, there is no profession in which an educated Negro can render more invaluable service to his struggling race than in the profession of journalism. As journalist, the educated Negro can demonstrate immeasurably the mental and literary possibilities of his people; he can exercise a powerful influence over his readers, politically, morally and religiously; and he can constantly stimulate and encourage his people to acquire property, combat racial prejudices, and to educate themselves and their children.

To-day Negro papers are being read by thousands of people. These readers are entitled to the very best news obtainable—news that is presented in clear, convincing, attractive style. The call for educated Negro editors is greater to-day than ever before in the history of our race. The number of Negro graduates of high schools, academies, seminaries, colleges, and universities is increasing so rapidly that it has become imperative that editors of influential Negro papers in the future be men of learning,—men who are well trained in English, History, Economics, Sociology, Psychology, Logic, and Political Science, as well as in the technique of journalism.

Since the educated Negro is in demand as editors of Negro papers, it is of the highest importance that our leading Negro colleges and universities establish and maintain a course in

journalism to prepare prospective editors for the tremendous task that lies before them. A mere college education, covering the usual traditional courses for a degree, is not enough to enable an educated Negro to enter upon this work without embarrassment. It is essential, therefore, that courses should be offered dealing with the method of gathering news, newspaper making, newspaper administration, copy reading, illustration, the ethics of journalism, advertising, newspaper publishing, and especially newspaper jurisprudence, which acquaints one with libel law in its relation to newspaper publications.

In making journalism a part of the college curriculum, Negro universities could not be justly accused of becoming too radical. Such steps have been taken by several of the leading Eastern and Western universities. At the University of Wisconsin, courses in journalism are associated with the work in English. The University of Kansas offers a two years' course in reporting and in news and editorial writings. Fundamental courses in the gathering and presentation

of news are offered at the University of Indiana, the University of Illinois, Chicago University, and the University of Pittsburgh. The University of California and the University of North Dakota give special work for students who plan to enter the profession of journalism. The University of Missouri maintains a separate department which is a professional school that is co-ordinate with the school of education, law, medicine, and engineering. It has its own faculty which gives upon the completion of a three year's course the degree of Bachelor of Science in Journalism. This is also true at Columbia University where the degree of Bachelor of Literature in Journalism is given upon the completion of four years' work.

From these facts, it is obvious that Negro universities will be keeping abreast of the times in giving their students journalistic training. In fact, our educational institutions owe this duty to the colored race. They must see to it that this race is supplied with educated editors who will be as well prepared to enter upon their work as editors of other races. —Uzziah Miner, Col.'18.

### The Embryo Doctors Consolidate

After formulating some drugs of the twenty first century variety, and prescribing some exceedingly original doses, the profound and deliberate embryonic doctors recently organized themselves into a unit. At a meeting, held a few days ago, plans for the present school year were discussed, and officers were elected. The officers are the following:

President, Luther O. Baumgardner; Vice President, James T. W. Granady; Secretary, Miss Carrie J. Sutton; Asst. Secretary, Edward F. Gittings; Treasurer, Joseph Hunter Brooks; Chaplain, Rev. Smith; Sergeant at Arms, John E. T. Camper; Reporter, Frank Saunders.

### "He"

There he goes across the campus. Who is he? He is one of those erudite individuals who come to Washington because it is a good winter resort, and enters Howard to raise his social standing. He succeeds fairly well in the latter, for he has only to stand around the campus and discuss the "Monday night show," and an engagement is made to meet in the library. Arriving there before her, he busies himself with "Shooting Stars," and "Mutt and Jeff;" for history and literature are nothing but dates, and will not keep him in after life. The arrival of his friend gives rise to a series of writing, passing and receiving notes, which invariably ends in his humiliating apology to the desk, whereas her name is placed on the prohibition list.

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It must not, however, be supposed that "He" has no redeeming qualities. To be sure, "He" can discuss society from head to foot, and though he may not be able to relate much about the lecture of the night before, he can relate volumes on the "Supper Show," and Mary Pickford. "He" is also versed in football, debate—even though he does not take part—and all about the running of the university, and the method of instruction. His poor scholarship and lack of appreciation does not mean much, "for all great men have been poor scholars." *Where this last idea came from no one knows, but we hope it will go where forgetfulness flows, for too many other persons have been slaves to its holds.* "He" sometimes, indeed very often, boasts of "getting by" without much work; "and to be frank, I could make high marks if I wanted to, but I don't study." And why should he study when his popularity grows with his levity? The boys encourage him, and the girls adore him. Poor "He"! when examinations approach, he finds some of his

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hardworking colleagues, and exhibits his true nature—a helpless parasite—came to Howard for nothing and received the same. But the day of reckoning will come; the dean will send for "He," show him that he has failed, and tell him that he must leave. And so "He" goes, taking a disappointed and illspent youth, and not only that,—disgracing the name of his college, and becoming the measure of college men of color.

## An Apostle to the United States

Professor A. M. Trawick gave a most important series of addresses at Howard, November 12 and 13.

Sunday at 9 a. m., he spoke on "Bible Study and Prayer" He showed that the heart of prayer is getting deep into the will of God, that true prayer is one of the distinguishing features of a great and successful man in the highest achievements of life and one of the most important elements in all true living. To know the will of God we must study the Bible.

Sunday afternoon he gave the Vespers address on "Members of One Body." In a very effective way he showed that Paul with all his inherited race pride and prejudice had grasped the great Christian truth that we are all of one body. The professor applied it logically to the race relations in the nation. If Christian truth and love could destroy the preconceived views of Paul, the Pharisee, they can overcome our prejudice, and solve our race problem.

Monday morning he addressed the class in Economics on "Fatalism of the Multitude." He emphasized that in the beginning of all reforms the majority is wrong and the minority, often a very small minority or even only one, is right. The reason why "best citizens" join a mob and dip their

hands in their brother's blood, and tear down the very foundations of order, law and civilization is that they lose their head in the crowd. Never lose your head in a crowd. The Howard students, if they are to become leaders, must learn to think for themselves and become trolley cars, not trailers.

At Chapel he spoke on "Among us as a Servant." He counted Jesus' statement, "I am among you as a servant" as one of his most remarkable sayings. It strikes the deepest note of Jesus' own life, of His revelation of God and of all true living.

His address Monday night before the Social Science Club was on "The Meaning of Social Work." He claimed that all live in social relations. Our relations can all be grouped under health, work, love, education and religion. Some of the passages of this address were worthy to be emblazoned on the walls of every home, school, church and legislature in the nation. The following can only suggest a few of his strong and noble utterances. In all the

(Continued on Page 6)

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## Howard University Journal

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Washington, D. C.

Friday, November 17, 1916

### EDITORIAL

¶ The question concerning the relative value of college dramatics has frequently been raised. The cast are required to spend altogether too much time in rehearsals, and the benefit they receive hardly justifies this expenditure of time. If all the cast were selected from students of the highest scholarship, a stronger defence of the custom might be urged; but often the most brilliant on the stage are the dullest in the classroom. Moreover, but few students receive whatever benefit may accrue from the training inasmuch as the cast can

not be a very considerable portion of the student body. As a matter of fact, no other college activity reaches so few students. Debating may look forward to the annual contest with a rival college, but the weekly programs reach many students who entertain no hope of appearing in the annual debate. The sports, likewise, reach many who do not make the varsity teams; for second teams, class teams, and the like furnish additional opportunities. But only the students who are to play a part in the annual performance receive any benefit from college dramatics.

Dramatic training thus narrowed fails to be of much educational value, whereas practice in interpretation should be the fundamental aim of every course in literature. The best way to interpret the drama is to act it. The practice of acting plays in the class room was a regular part of the instruction in schools of England during the second half of the sixteenth century. There can be no question of the service that such exercises render. In such exercises, all students are benefited; but in the annual drama too few students are benefited to justify such a great expenditure of time and effort.

¶ The recent article, in THE JOURNAL, on "Students' Advisers" opens up the broader question of the relation between student and instructor. The customary procedure in college is to require a certain amount of work, which is criticised, graded, and referred to as an indication of the student's worth. Such a practice, when analyzed, does not differ materially from a business contract. The instructor advances his wares on the tacit, or implied, agreement with the student that remuneration will be made through the return of acceptable recitations and examinations. Reward or punishment, expressed in grades, follows in proportion

as the student keeps his part of the contract. Too frequently does this hard and fast business-like relation between tutor and tutored destroy the nobler aim of teaching. One acquainted with the practices of the mediaeval universities is constrained to feel that tradition has bequeathed to many a modern class room vestiges of the mediaeval educational system,—especially the misinterpretation of the relation between student and instructor. The most laudable ideal of any instructor lies in his yearning to improve those committed to his charge. Attempts to discover how much of the assignment has been done or left undone, though necessary, furnish the least praiseworthy motive of real teaching. The whole principle of grading, for which no better device has been substituted, conduces rather to the business-like method than to the broader, philanthropic aim of teaching.

It is difficult to overestimate the service of the instructor who occasionally goes from bench to bench, offering assistance to his students. Not all students know how to study. Whenever, therefore, an instructor goes about

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the room, endeavoring to help those whom he daily serves more indirectly, he shows the students that studying is much more than a matter of contract for which "a pound of flesh" may be demanded, if conditions are not carried out. He shows that he is a friend, profoundly interested in his wards. Let us hope that instructors will occasionally spend a classroom hour in helping the students to master some assignment. Such an innovation will surely help many a backward student.

### Membership in "The Stylus"

Many inquiries have been made as to the requirements for membership in *The Stylus* and the conditions of admission. For the benefit of those interested and especially the Freshman class, the following extracts are quoted from the constitution of *The Stylus*, regarding membership:

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That they make application for membership to the General Committee, either the first week of November or of April, each year.

That upon the basis of an original manuscript in story, verse, or essay form, submitted at the time of application, they shall be selected in competition according to their relative literary talent and promise.

Provided further:

That student membership be limited to nineteen.

Since, at present, *The Stylus* membership is nearly full, it is intended to take in new members only in the second semester. At any time, however, manuscripts by those who feel they have some literary talent may be submitted to *The Stylus* for criticism.

### More "Classism"

Mr. Editor:

In a recent edition of THE JOURNAL, there appeared an article entitled "No Classism." This article had as its purpose the censuring of certain students for appearing at a University football game, wearing class pennants and banners. From reading the article, one who was not present at the game would get the impression that this class of students came together and displayed class spirit instead of university spirit. That impression would be a false one; for, on examining the facts, one will find that the motive was diametrically opposite to that which you would have your readers think. On

every pennant, you noticed that the outstanding initials were "H. U." and that the class was not so prominent. The presence of the initials "H. U." clearly showed that Howard was first in the heart of the wearer; and since the offender(?) was, in almost every case, a new student, the class was a mere mark of distinction. In coming together, the students showed that, although they were new students, they were loyal enough to *pay* the admission fee and see the game. Can the writer say the same for a proportional number of the loyal(?) old students?

A spectator at one of the recent games readily saw that had not a certain class of students come together and yelled for Howard, there would have been no yelling for Howard. If the Editor would use his most valuable space, encouraging the kind of class spirit exhibited recently on the campus, I am of the opinion that, when university affairs take place, there will be more singing and yelling *for* HOWARD, and more money received at the ticket office. —S. P. Brown, '20.

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# ATHLETICS

*Thos. A. Lemon, Editor*

## Howard Defeats Union, 16 to 7 J. Stratton, Wheaton, and McCain Heroes of the Game

Union Campus, November 11. Beneath a clear sky with a glaring sun Howard's "Eleven" met the "pigskin" punters of Union here to-day. Before a large body of spectators the ideal playing of both teams was manifested. The toss of the coin, won by Union, made Howard kick the ball. The ball landed on Union's 40 yard line. For four "downs" Howard's line stood like a formidable fortification, never yielding to the hammering blows of Union. Hucles of Union booted the ball to Howard's 45 yard line. With the sun's rays sailing into their eyes, Stratton and Pinderhughes lost the ball in its descent. Union recovered it. Here the Virginians made the capital play, in the form of a lightning shift, which dazzled the wearers of the white and blue. Before Howard could recover from her somnambulistic mood, Bowie had explored the regions behind her goal, which Hucles later kicked. At the end of the first quarter Howard was the victim by 7 to 0.

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The second quarter began with the ball in Pinderhughes' hand on the 40 yard mark. The Capital city lads started their solemn and powerful march to Union's 3 yard shade. At this point the ball changed hands. Again Hucles' shoe sent the ball 50 yards in Howard's territory, but "little" Stratton charmed the oval to the fast folds of his Herculean arms. With the strong support of McCain and Gilmore, Stratton placed the ball on the 3 yard line from where it came. Howard's open field running amazed Union. Wheaton hit the line for a yard and a half, and "Bullet" Pinderhughes visited the goal. Howard failed to kick goal. This was Howard's most favorable quarter, for in another five minutes Coleman ran over Union's goal line. McCain kicked the goal. The first half passed with the register indicating Howard 13 and Union 7.

Howard was held for "downs" in the first part of the second half. After Union received the ball, she made a futile attempt to use the "shift." Matthews broke up the effort more than once. Finally Union kicked the ball. Green brought it down to Union's thirty-five yard line. Howard tried in vain to kick a field goal at this point. This quarter gave neither any decided progress.

The last period of the game was spectacular with long end runs, heavy drives, and powerful plunges. But nothing was more wonderful throughout the entire game than the field goal kicked by James Stratton from the 45 yard line. The spectators stood electrified with admiration as the ball slowly passed the forty-fifth yard and dropped over Union's

The blow of the whistle ended one of the most beautiful games that human eyes ever beheld, a game filled with hard fighting, and constant driving. The score stood Howard 16, Union 7. Line up as follows:

UNION	POSITION	HOWARD
Taylor	L. E.	Gilmore
Thompson	L. T. (Field C.)	McCain
Watts	L. G.	Lee
Williamson	C.	Young
Puryear (Capt.)	R. G.	Marshall
Wright	R. T.	Matthews
Jackson	R. E.	Green
Gregory	Q. B.	J. Stratton
Hucles	L. H. B.	Wheaton
Bowie	R. H. B.	Coleman
Woods	F. B.	Pinderhughes

Score by periods—Howard, 0, 13, 0, 3; Union, 7, 0, 0, 0.

Referee—Mr. Garnet Wilkerson, of Washington, D. C. Umpire—Dr. Carpenter, Richmond. Touchdowns—Bowie, Pinderhughes, and Coleman. Goals from touchdowns—Hucles, and McCain. Fieldgoals—Stratton (45 yds). Substitutions: Howard—Brown for Wheaton; Tulane for Brown; Baylor for Lee. Union—Banks for Hucles.

## An Apostle to the United States

(Continued from Page 3)

ramifications of these five relations they come back to the home. The home is the most important element in any people's life. More than the colored people

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need schools and churches, they need true homes. These cannot be given to them by others. They must be made by the colored people themselves. One of the highest elements of manhood is respect for women. The colored men cannot expect others to respect their women unless they respect their own women. The colored man should be ready to defend his wife, or daughter, or sister with his life. He would not thus invite death. Southern white men instead of mobbing him would respect him for it. Jimcrowism is an abomination. One of its curious results is that it has placed nearly every southern legislature under the great control of the railroad lobby. When colored people claim that they should not be expected to conform to the same moral standards as the whites, they are making their own jimcrow cars in the highest sphere, the moral. Depriving the colored man of participation in politics is fundamentally wrong. We are not under the conditions of reconstruction. Its evils have been greatly exaggerated. He said in substance: "I do not fear Negro domination even where the colored people want justice and right to prevail. I would willingly let my case rest

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in the hands of a colored jury. I would not object to being under an intelligent Negro officer who stood for good government." Professor Trawick gave many evidences that he spoke freely and fearlessly from the same fundamental Christian principles to the southern white people and did not dodge or tone down any of their logical conclusions as they demand that white and colored people live together as real brothers.

The tremendous trend towards the strengthening and spreading of race prejudice in its manifold manifestations in this country and throughout the world often appalls and discourages us. But we should not be discouraged while Professor Trawick lives. The Roman Empire appalled and discouraged the Christians. But Christ in Paul conquered it. As certainly as Paul was an apostle to the Gentiles Professor Trawick is a Christian apostle to the United States on the race problem. Moreover, he does not stand alone. Many southern white men and women stand with him. What Bishop Haygood was in the last quarter of the 19th century in the South as an outstanding leader for Christian advance on the race problem, Professor Trawick is in the 20th century with the clearer and wider vision which a half century of progress has given.

Howard is again indebted to Mr. J. G. Logan, Secretary of her Y. M. C. A., who secured Professor Hodge and Dr. Lampe, for securing Professor Trawick for these addresses. It is to be hoped that the members of the faculties, and the student body, who did not hear the professor's main addresses because it rained or some matter of minor importance detained them, will revise their standard of values and make sure to hear Jesus the next time he speaks his most important truth to the University through one of his apostles.

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## Optimism

Have you ever given thought, how so many things are wrought, and figured; well, it's all for the best. It does not take so much will, for one at the foot of the hill, to look up and make such address! I'll reach the top some day, though 'tis dark where I stay, 'cause the sun doesn't shine on that side all the time. "You'll find this man of smiles doesn't live there all the while, for by step the ladder of life he does climb. 'Tis thought that we'll be affected, since Wilson is re-elected, such loathed thoughts never cross my mind. I feel and do confess, the race will still progress; for oppression hasn't made us decline. 'Tis like trying to keep under water, one from our old Alma Mater, whose buoyancy equals that displaced; for he'll laugh at your talk, and rise

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up like a cork, while others may be drowned and disgraced. Hence, the lamp of your eyes, should brighten thoughts despised, for 'tis not the thinker but the thought. Thus, the world is made more bright, by ideas of much delight; and for such, let it be, you have fought. Let your thoughts be for our team, the defeat of Fisk will seem, as that which Lincoln and Union have met. O! let us look for the best, and our boys will do the rest, and for nothing will "Old Howard" regret. *M. Stump.*

"Paene Dents" in the  
Limelight

With an enrollment of eighty-six members, the largest in the history of the school, the Freshman Class of the Dental College formally set out on its "pain creating" mission on October 31, 1916. The initial step was the election of the following officers:

O. Wilson Winters, President; Powell Johnson, Vice-President; S. E. Parks, Secretary; G. F. Waters, Assistant Secretary; J. B. Lovell, Chaplain; A. L. Thompson, Treasurer; W. E. Taylor, Sergeant-at-Arms; L. A. Fowlkes, Yell Master.

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## Sage Sayings

"Only a man who is wise doubts his own wisdom."

"There are more heroes on the stage than in real life."

"You can't push ahead by patting yourself on the back."

"If an undertaking is simple, the reward is cheap."

"Most people are good nurses when it comes to nursing animosity."

"As long as a man can keep his temper he isn't his own worst enemy."

"Like attracts like, an empty purse usually goes with an empty stomach."

"A girl's best insurance against trouble is to make a confidante of her mother."

"And a strong minded wife sometimes keeps a lightweight husband from going up in the air."

"If a man ever wishes he had been born a woman, it is when he observes the foolish acts of other men."

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